

# the condition of education 2000



## INDICATOR 42

### Interest Areas and Centers in Kindergarten Classrooms

The indicator and corresponding tables are taken directly from *The Condition of Education 2000*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2000*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000062>) or contact ED PUBs at 1-877-4ED-PUBS.

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## NATIONAL CENTER FOR EDUCATION STATISTICS

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U.S. Department of Education  
Office of Educational Research and Improvement

# Learning Opportunities

## Interest Areas and Centers in Kindergarten Classrooms

*Public school kindergarten classrooms are more likely to have writing and mathematics areas than private schools.*

Young children, in large part, construct knowledge through doing. Consequently, it is important to present them with a variety of opportunities for active learning in classrooms (Bredekamp and Copple 1997). Kindergarten classrooms can be structured with specific areas for children to spend time in certain activities. These can include areas for writing, mathematics, science, computers, and play (e.g., solving puzzles and working with blocks).

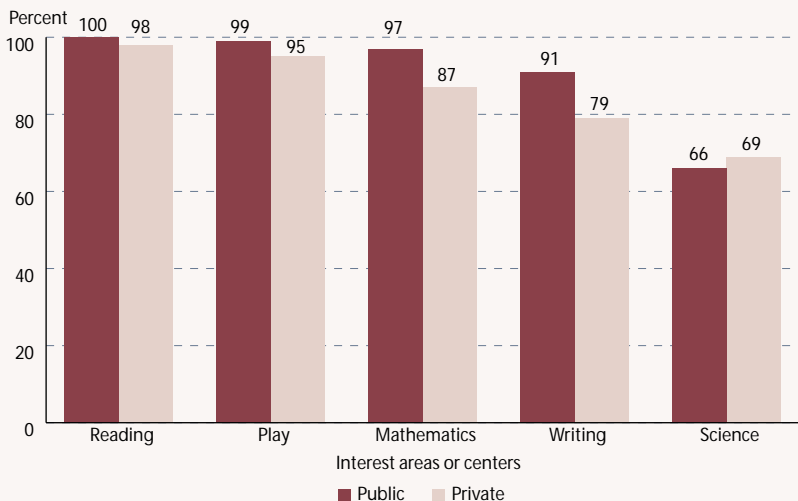
Nearly all kindergarten classrooms have reading, mathematics, and play areas. Almost 90

percent of kindergarten classrooms have a writing area, and about 67 percent have a science area.

Public school kindergarten classrooms are more likely to have writing and mathematics areas than are private schools.

Classrooms with 75 percent or more minority children are generally less likely than classrooms with fewer minority children to have a science area (see supplemental table 42-1).

**KINDERGARTEN CLASSROOMS: Percentage of kindergarten classrooms with interest areas or centers, by control of school: Fall 1998**



SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

FOR MORE INFORMATION:  
Supplemental Table 42-1  
Bredekamp and Copple 1997



# Interest Areas and Centers in Kindergarten Classrooms

Table 42-1      Percentage of kindergarten classrooms with interest areas or centers, by selected characteristics: Fall 1998

Characteristic	Interest area or center				
	Reading	Play	Mathematics	Writing	Science
Total	99	98	95	89	67
Program type					
Full-day	99	98	95	90	68
Part-day	100	99	95	85	63
Control of school					
Public	100	99	97	91	66
Private	98	95	87	79	69
Percent minority					
Less than 10	99	99	94	87	64
10-24	100	100	93	91	71
25-49	99	98	96	88	74
50-75	99	97	92	84	71
More than 75	100	98	97	91	60

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

## Interest Areas and Centers in Kindergarten Classrooms

Table S42-1 Standard errors for the percentage of kindergarten classrooms with interest areas or centers, by selected characteristics: Fall 1998

Characteristic	Interest area or center				
	Reading	Play	Mathematics	Writing	Science
Total	0.2	0.3	0.7	0.8	1.0
Program type					
Full-day	0.3	0.4	0.9	0.9	1.2
Part-day	0.3	0.6	1.2	2.1	2.9
Control of school					
Public	0.1	0.2	0.4	3.2	1.0
Private	1.0	1.6	3.0	0.8	3.4
Percent minority					
Less than 10	0.3	0.5	1.1	1.7	1.9
10-24	0.0	0.0	2.5	2.1	2.8
25-49	0.9	0.4	0.7	1.9	2.3
50-75	0.8	2.5	3.9	4.2	2.9
More than 75	0.3	0.5	0.6	1.3	2.4

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.